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ABSTRACT

A study was conducted at a multicampus community college in Michigan to determine the role orientation of full- and part-time occupational faculty. In addition to collecting demographic data, the study sought to determine whether faculty were locals, characterized by a high level of loyalty to the organization and a low commitment to specialized role skills; cosmopolitans, in whom the levels of loyalty and commitment are reversed; or local-cosmopolitans, belonging to an intermediate category. The study population included 105 full-time faculty members and 193 part-time faculty members in the allied health, business/public service, and industrial technology divisions. Analyses of the responses from 89% of the full-time and 67% of the part-time instructors revealed that part-time faculty identified with the organization more than the literature suggested, indicating, perhaps, high levels of goal realization among this group. Likewise, expectations that full-time faculty would be locals and part-time faculty would be cosmopolitans were not borne out. The loyalty and expertise needed in the institution appeared to be balanced in the two groups. The study report reviews the literature on part-time faculty, discusses cosmopolitan/local theory and its application in previous studies, details study methodology and findings, and provides recommendations for further research. The survey instrument and an extensive bibliography are appended. (Author/HB)

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ROLE ORIENTATION OF COMMUNITY COLLEGE OCCUPATIONAL FACULTY

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INTRODUCTION

Collective bargaining and professional development are key issues in current literature dealing with full time faculty at the community college. Part time faculty have not witnessed a similar surge of investigation and display in the literature although administrative, economic and environmental issues have been given cursory study.

Studies mentioning the part time faculty position in terms of the role and its attendant possibilities do so only as incidental to the larger scenario of an investigation. Implications of the organizational aspects of the role are rarely examined. A recent publication reported "the literature does not tell us if differences exist between part time and full time faculties". (ERIC, 1976)

Three categories of differences could be described as demographic, ability and attitude. Attitudinal differences relevant to a faculty would separate into those involving students, peers and the institution. Part time faculty attitudes toward the institution have not been widely explored at the community college level. One attitude could be be termed loyalty, an identification described as part of a latent social role defined by sociologists Tönnies and Merton, among others.

Merton (1957) stated the underlying rationale for analyzing latent role structures as follows:

> It is our working conviction . . . that the greater part of sociological theory and research must be directed to the search for and the analysis of social patterns which are unintended by-products of specifiable social forces and social structures. Both for purposes of sociological theory and social practices, it is essential that research be focused, not wholly of course but largely upon hidden and latent rather than the open and manifest functions and patterns of social life.

Alvin Gouldner (1958) regarded cosmopolitanism and localism as latent social roles. He said:

> In speaking of these as latent we mean that cosmopolitans and locals involve criteria of social identification--e.g., loyalty to the organization or age--which are not regarded as formally salient and culturally prescribed for classifying people.

Gouldner expanded and transformed this concept in his inquiries of latent identities and roles in complex organizations.

The Cosmopolitan/Local construct as developed by Gouldner could be classified as a middle range theory. According to Merton, such theories "are intermediate to general theories of social systems".

These role orientations have been succinctly summarized as follows:

Cosmopolitans: Those lower on loyalty to the employing organization, higher on commitment to their specialized role skills, and more likely to use an outer reference group orientation.

Locals: Those who can be characterized by the opposite characteristics.

Faculty persons exhibiting a higher level of commitment to the institution than to the skills of a specialized role could be classified as having a high level of loyalty (Local). On the other hand, faculty persons who tend to have a higher level of commitment to the skills of a specialized role rather than to the institution could be said to have a low level of loyalty (Cosmopolitan).

One might expect that part time occupational faculty would have a minimum loyalty to the institution because identity would lie with the full time professional role. However, this may not be the case. They may have a greater interest in the objectives of the community college at least to the extent that the objectives are consistent with the objectives of industry. The interest may be greater than that of the full time faculty's identification with college goals.

According to the theoretical literature, the dichotomy of Cosmopolitan and Local seems to exist in organizations. The topic of this study was the appropriateness of the Cosmopolitan/Local Theory as a basis for describing the occupational faculty at a community college. In order to examine this, the following question was posed:

> What are some consequences of using Gouldner's categories of Cosmopolitan and Local to examine the role orientations of part time occupational faculty and their full time counterparts in a selected community college?

Commitment to the goals of an institution as a "unique social structure" is necessary in the scheme of survival for the organization (Gouldner, 1954). An organization's need for loyalty is served by the "Locals", whereas, the need for expertise is satisfied by the "Cosmopolitans". Less emphasis is placed on loyalty when an organization is confident in dealing with competition. A study by Lewis in 1967 stated that loyalty is "an important condition behind the behavior of academic persons . . . (suggesting) that it would be useful to know more about who in the university is loyal".

In a discussion about faculty characteristics Arthur Cohen (1971) stated that, "Typological studies should be conducted because they can be helpful in facilitating better understanding of both people and the profession".

The Cosmopolitan/Local Theory of role orientations, chosen as the theoretical base for this study, was applied to such diverse groups as university personnel, research scientists, engineers, and secondary

teachers. Those previous studies used the theoretical construct and the original or an adapted instrument. Previous studies of community college faculty did not employ the construct focused on part time and full time occupational faculty. Therefore, this study expanded the application of this middle range theory to a new population.

REVIEW OF THE LITERATURE

Policies affecting the part time community college faculty person have become topics of growing concern. In part this stems from institutional abuses of the part time teacher (Fryer, 1977). To date, the literature has been mainly concerned with the issues of hiring, orientation, rights and responsibilities, and in-service activities. It was apparent that the literature on part time faculty has been "devoted to issues of salary and other economic issues for the most part".

Clark (1977), a community college president, heralded part time faculty as the "most important persons in a community college, for without them the community college would stultify". She added that part time faculty provide a "balance between the theoretical and practical".

Fryer (1977) noted that as a consequence of the expanded use of part time faculty, a new classification has been introduced--that of permanent part time faculty. He cautioned that part time faculty must be dealt with as professionals and equal colleagues in the community college. The states' legislatures and the courts will define guidelines as suits are presented until this occurs.

The role of the part time teacher occupies somewhat of a tangential position to the organizational structure of a college. In the faculty level of organization, the part time teacher has the lowest status. Smith (1977) reported that part time instructors are conditioned to "view themselves as second class citizens in the teaching community". Marsh (1975) stated that "part timers are a professionally disenfranchised majority". In a study concerning California community colleges Hopper (1973) stated that: "In most California community colleges part time instructors have little or no rights or privileges afforded full timers". In a study of community college part time teachers, Cooke (1973) found that "part time instructors seldom participate in instructional and professional activities which take place outside the classroom". Kuhns (1963) suggested that part time faculty may "feel isolated from the ongoing college life, as well as from their fellow evening instructors unless steps are taken to alleviate this situation".

The part time teacher in community college occupational programs is often understood to be an integral part of the scheme of operations. A report by Price and Lane (1976) offered three reasons why hiring part time occupational faculty is "attractive" to administrators:

1. the need to have more faculty with more successful occupational background and practical experience.

2. the obvious likelihood that the part time faculty member will be more up-to-date on the state of his/her art.

3. the fact that the school is not in direct costly competition with industry for capable, experienced specialists.

The report also stated that by hiring part time instructors it was "easier to adjust to enrollment shifts and course mix". Flexibility in hiring and in terminating part time instructors gives administrators a "large amount of centralized power". Williams contended that on short notice part time faculty often teach added-on sections where course content and procedures are pre-determined by the department.

A recent study by Sprick (1976) resulted in the acknowledgement that "the analysis and orientation and integration of adjunct faculty are major organizational deficiencies". Serious attention directed toward reversing the deficits was recommended.

A study by Kennedy (1967) found that orientation procedures were usually not extended to part time faculty. He further stated that the administrators who participated in the study believed that "the temporary nature of the appointment and the previous training and experience eliminated the need to include a formal orientation program for part time faculty members". Eaton (1965) suggested that, in general, orientation and in-service programs surveyed have been found to be inadequate. An improvement of the problem areas would appear to be better communication between new faculty members and the dean or department chairman.

A study by Van Hemert (1977) investigated some orientation programs for part time community college faculty. She concluded that part time faculty members have the greatest need to share educational and professional resources since the part time faculty member's full time occupation may be quite unrelated to the academic environment. It is essential that part time faculty members be acquainted with admission policies and philosophies of the community college so they do not make unrealistic assumptions about their students. The contract with part time faculty ought to include a requirement to meet with students for academic advising. Part time faculty members should be provided a tour of the facilities to familiarize them with the college.

Grymes (1976) reported that 81 percent of the respondents in a study stated that orientation meetings "gave them the information they needed to perform their duties". In his study's results Murphree (1967) stated that new faculty in the Alabama State Junior Colleges "appreciate and find helpful the procedures used in their orientation".

Faculty development is a topic which has enjoyed an increased interest on the part of faculty and administrators alike. At least one study of faculty development led to an improved in-service program for part-time faculty. (Justice, 1976)

Lombardi (1976) reported on two examples of in-service or staff development programs for part time instructors. The programs were designed to enable a part time instructor to better understand the community college and the adult learner, and to acquire some skills in teaching. Recruitment was found to rarely be a formal occurrence unless a particular, specialized skill is required. The Kennedy study suggested that a recruitment policy which would foster diversity in the part time faculty membership be established. Smith recently reported the results of a statewide effort in New Jersey to identify "ways of meeting part time faculty needs". The participants in the workshop said that community colleges "must provide an on-going program of supervision and support services to all adjunct personnel".

A previous study by Schmitt (1971) determined some problems experienced by part time occupational teachers. Twenty-one part time teachers, twenty-one full time teachers, and their immediate supervisors were interviewed. Students were polled using a rating form. The supervisors perceived the difficulties as being related to the mechanics of teaching. Students rated the full time teachers higher than the part time teachers. Part time faculty perceived the difficulties as being procedural or organizational in nature. For example, course outlines, plans, and a faculty handbook were cited as lacking.

Bender and Hammons stated that publication of a handbook would be a direct aid for part time faculty and help reduce "anxiety levels" of the group. A faculty handbook designed to help part time faculty cope with current college procedures resulted from a study conducted by Justice. (1976)

Seitz (1971) conducted a study dealing with professional orientations of part time faculty. Forty-seven percent of the full time faculty group and 34 percent of the part time faculty group responded to a questionnaire developed from two previously used instruments. Only 38 percent of both full time and part time faculty taught in the occupational programs. Therefore, the results of the study may not be specifically pertinent to the occupational faculty. Part time faculty in this report were generally characterized as less positive in orientation to and attitudes about the community college.

John Lombardi (1975) was the author of a paper concerning the part time teacher at the community college. The paper contained expressions of the opinions of administrators and faculty members who contributed information to Dr. Lombardi. Various faculty agreements and data secured from several state departments of education provided additional information. Environmental as well as economic issues were presented. A description of the occupational faculty groups in terms of loyalty to the institution or professional orientation was not, however, considered in this publication.

Cosmopolitan/Local Theory

Background

The concepts Cosmopolitan and Local can be traced from works of sociologists of the early 1930's. Ferdinand Tönnies used these concepts in terms of social processes and in denoting forms of behavior in humans living together. The labels for these concepts were Gemeinschaft, meaning a direct and strong emotional bond, and Gesellschaft, representing a contractual and economic bond.

Robert Merton (1957) used the terms "in-group" (Gemeinschaft) and "out-group" (Gesellschaft) in reference to the influence of persons in community social structures. The chief distinguishing characteristic between the groups was the orientation toward the structure (in this study, the institution). Orientation was described as the "theme underlying the individual as he performs various social roles".

Alvin Gouldner chose to use the terms Local (Gemeinschaft) and Cosmopolitan (Gesellschaft) in his exploratory analysis of latent social roles. Gouldner's study might be categorized as one which developed a middle range theory. Merton described such a theory as one that is "intermediate to general theories of social systems . . . and used to guide empirical inquiry". He also stated that a middle range theory "expressly recognizes what must still be learned in order to lay foundation for still more knowledge". Such a theory "addresses itself to those problems that might now be clarified in the light of available knowledge".

Gouldner's work was conducted at a small, private, liberal arts college where a cross section of faculty and administrators participated in the two year study. The results of this initial work indicated that Gouldner "had succeeded in distinguishing two latent identities, Cosmopolitans and Locals, and had begun to empirically confirm some of their predicted characteristics".

Factor analysis via computer was applied to the data to refine the previous analysis, accomplishing a task somewhat in the realm of a pioneering effort in the social sciences of the late 1950's. The findings in this report indicated that the Cosmopolitans formed two groups, the Empire Builders and the Outsiders. The Locals had four categories; namely, the Dedicated, the True Bureaucrats, the Homeguard and the Elders. The distinction emphasized the tensions between loyalty to the organization and commitment to the professional skill that exists in an organization. The six categories were used as descriptive terms of varying degrees of the two main groups.

Some differences between the Cosmopolitans and Locals noted in Gouldner's study point out that the Cosmopolitans are more likely than Locals to:

1. maintain that if they saw no opportunity to do their own personal research at the college, they would find their jobs less satisfying.

2. feel that there were very few people around the college with whom they could share their professional interests.

3. be working on or have a Ph.D.

4. have more publications.

5. leave the college for a different college.

6. know fewer faculty members.

7. get most of their intellectual stimulation from sources outside the college.

Previous Studies

In 1961 Davis conducted a study of 2,842 arts and sciences graduate students seeking either a Master's or a Ph.D. Thirty-nine percent of the group indicated that they would rather be "known and respected throughout the institution where they work". Therefore, they were categorized as "Locals". The remaining 61 percent indicated that they would rather be "known and respected in their fields in different institutions". They were categorized as "Cosmopolitans". Analysis of preference for future occupation--college teaching, research, or an alternative--was determined in the questionnaire. Locals were more likely to prefer teaching, and Cosmopolitans more likely to choose research. Davis inferred that orientations are present during a faculty member's tenure as a student and are not dependent on the academic work environment. He further stated that "graduate school itself facilitates Cosmopolitanism . . . and differences in orientation are strongly related to preferences for research or teaching".

In a report about Faculty Cultures, Burton R. Clark (1962) stated that "of all the public colleges, the Junior College sets its face most sternly against the Cosmopolitan orientations of research and professional consulting". It is Clark's opinion that "the ideal faculty man in many places combines the virtues of expertise with the virtue of loyalty. He is highly competent and stands well in his discipline, and is also involved in college matters and committed to its long-run welfare". The growth in numbers of local colleges increased the number of faculty with a Local orientation, that is, those with a pure teaching approach.

In a 1963 publication Glaser studied the total resident research staff (N = 342) of a large government medical research laboratory devoted to basic research. The instrument, developed for this study, gathered data pertinent to the scientists' daily schedule and ways recognition was accorded their work. The goal of the organization and the professional goal of the scientists were the same. Therefore, minimal conflict resulted because the scientists did not have to decide on priority goals. Goal congruence as experienced by the group "reduces the strain between organizational and professional requirements that tend to generate distinct Local and Cosmopolitan types". Glaser labeled this dually committed professional as a Local-Cosmopolitan. Caplow and McGee (1959) also noted a dual orientation of some academicians in departments of a few universities.

A 1964 study by Brumbaugh sought to determine the extent to which teacher attitudes toward a school district's reorganization were related to Cosmopolitan and Local orientations coupled with several demographic variables and other characteristics. The instrument was adapted from Sutthoff's index for identifying Cosmopolitans and Locals independent of group membership. The results indicated that Cosmopolitans and Locals differed from each other on several characteristics. Cosmopolitans were more likely to have moved from outside the community, to belong to several organizations, and to subscribe to newspapers published outside of the community. The Cosmopolitans and Locals did not vary in the stated knowledge about the Reorganization Law. Their attitudes toward the district reorganization were not different either. The study noted that teachers may "make up their own minds independently of reference groups".

A 1965 research project studied the eighty-one persons (86 percent of the group) working in an industrial laboratory which was described as applied-research and development (Goldberg, 1965). The data gathered were the ratings which researchers and managers gave to various criteria used to evaluate research ideas. A complex orientation which can basically be labeled as Local-Cosmopolitan resulted from this study of professionals. The findings indicated that the role orientations of scientists and engineers varied according to the degree of "professional self-gratification they sought whether it came from the organization or profession". Shepherd's earlier study (1961) examined a similar type of environment studied by Goldberg. He found that engineers are "oriented toward the immediate situation for status validation (Locals) and scientists are oriented toward a wider public for status validation (Cosmopolitans)".

The Cosmopolitan/Local construct was used with full time community college faculty in a 1967 dissertation. Brockman developed a study using the latent social role in relation to certain organizational functions. One instrument was derived from Gouldner's study, another was developed exclusively for Brockmann's study. Respondents having scores in the upper quarter of the raw score scale were identified as Cosmopolitans (N = 52). Those having scores in the lower quarter were identified as Locals (N = 52). Based on the responses from those two groups, it was found that the Cosmopolitans and Locals did not significantly vary in their regard for several functions of the community college. Teaching, transfer education, vocational education, remedial education, guidance, general education, adult education, and community service were the functions specified.

The study also found that the occupational programs were taught mainly by faculty who were categorized as Locals and Cosmopolitans taught the academic or transfer programs. Age, years in professional education, and years at the present organization had no significant relationship to the latent social role of the respondents as measured by the Chi-Square test of significance. The study did not, however, examine any difference which might have occurred in the raw scores of various categories of the variables mentioned.

Grimes and Berger studied several applications of the Cosmopolitan/Local construct in 1970. The diversity in sample composition in the studies may be a factor in what they termed: "serious problems of operationalizing the construct". The publication was highly critical of the construct, maintaining that it is merely a content classification scheme. They conclude that "because of the intuitive appeal . . . the construct may be considered a useful, if crude, research construct". It was allowed, however, that introduction of the construct into organizational research "may provide insights into organizational problems".

During 1971 Miller and Wager reported on a study they conducted at a major American aerospace company. Seventy-five percent of the scientists and engineers in the sample responded to a questionnaire developed for the study. Length and type of education were used as measures of professional socialization; for organizational socialization, length and type of employment were considered. Length of employment was found to be negatively related to a professional orientation (Cosmopolitan) and not related to a bureaucratic orientation (Local). This was inconsistent with findings of other studies of professionals. Length of educational training had the highest correlation to role orientations. The authors suggested that "professional socialization had lasting consequences for these scientists and engineers". Those with a higher level of professional orientation in this study were employed in a laboratory. The data analyzed by scaling techniques and path analysis "strongly suggested that scientists and engineers are socialized in their schools to have different role orientations and that these differences are affected little by the organizational experiences". They added that, "The type of training these persons received in school appears to have provided them with values and expectations that were consistent with the kinds of actual work careers they would be engaged in when they became members of the organization". They concluded that the organization reinforced the professional (Cosmopolitan) and bureaucratic (Local) orientations and not changed them.

In 1971 Thornton reported a study he conducted which dealt with the basic concepts of Cosmopolitan and Local labeled professional commitment and organizational commitment respectively. The study of junior college faculty did not include part time faculty nor did it include some technical/vocational faculty. The reason these faculty were omitted from the study was "they did not fulfill the requirements of professionalism and because they constituted small segments of the total faculties". The criteria used by Thornton to determine professionalism rested primarily on the level of education of the faculty member, namely, an earned doctor degree or master degree. Sixty-one percent (N = 383) of the sample responded to a mail questionnaire which was developed for the study. Gouldner's original items were not included. Organizational commitment was "assessed by finding the extent to which the junior college teacher would allow organizations to structure his teaching role". Professional commitment

was determined by "membership in professional associations and reluctance to leave the teaching role" (Thornton, 1971). The findings suggested that the dichotomy of Cosmopolitan and Local does not necessarily hold for academic community college faculty members. The findings also stated that the organizational and professional commitment are incompatible for the group sampled. He suggested that compatibility may occur in other organizational situations for junior college teachers.

The results of the study were then re-evaluated on the basis of a comparison between the educational level of the teachers and the educational level of their supervisors. The level of authority and supervision experienced by the faculty influenced the organizational commitment of the study population. Thornton stated: "thus we see that under certain conditions dual commitments to both the organization and the profession may be maintained". A dual commitment (the intermediate classification of Local-Cosmopolitan) could be held by faculty members whose supervisors have more education than themselves or education in a different area.

Berger and Grimes (1973) conducted a factor analysis study of the construct. Faculties of business schools completed a form designed to measure professional orientation. By sampling persons with the same manifest role--faculty--the professional role and organizational context were approximated. Few of the items were taken from Gouldner's original list.

A useable return rate of 34.5 percent represented all of the forty-six schools in the population. Faculty having doctorates (75 percent) were overrepresented in the study sample when compared with the population. Therefore, faculty having a high rank--professor and associate professor--comprised two-thirds of the sample. The authors asserted that this difference was "of minor consequence since the aim was not to generalize to the population but to generalize to future populations". However, a bias may have been introduced.

The study concluded that:

> . . . the results support Gouldner's (1957) initial conceptualization of the cosmopolitan-local construct, although his commitment to specialized role skills dimension appears to be more complex than he first described. There seems, moreover, to be continuing evidence of the relevance of cosmopolitan-local as a conceptual framework within which other organizational problems can be fruitfully studied.

In 1975 Flango and Brumbaugh replicated Gouldner's study of the Cosmopolitan/Local construct using faculty members from fourteen institutions in Pennsylvania. Questionnaire items were selected from Gouldner's original instrument. A response rate of almost 33 percent resulted from the only mailing to 2,866 professors. Forty-two percent of the group held doctorates. The authors relied on the same rationale for a low response rate used by Berger and Grimes. The results

showed that the Cosmopolitans and Locals in this study responded in the same manner as those in Gouldner's study. Conclusions of the study centered on methods of data analysis as being the cause of result variations reported in other studies. The use of factor analysis could produce "dimensions similar to each other but different from the dimensions uncovered by scale analysis".

Lanning's study completed in 1977, involved faculty at major universities. He concluded that the Cosmopolitan/Local construct "has so few empirical referents that its operational specificity is minimal leaving it open to differing interpretations". He further stated that the "problem with this dichotomy, as this and other recent studies have shown, is that cosmopolitan interests and loyalty to the university are not highly correlated". Lanning accessed responses to a 1969 survey sponsored jointly by The Carnegie Commission on the Future of Higher Education and the American Council on Education. Selected responses of full professors (N = 3055) to certain items were used to determine the Cosmopolitan and Local orientations of the group. The statements were interpreted using "face validity" as the criterion for inclusion. The lack of support for the construct may have resulted from his data gathering technique.

Social scientists may occasionally "reify and oversimplify reality". The prerogative of research is to take such a theory as Gouldner's and apply it scientifically to a current state of affairs. As a result, additional understanding of the concepts may be provided.

METHODOLOGY

The "general questions" method was used in this "non hypothesized" study. Hill and Kerber (1967) stated that:

> Many times in the process of carrying out the methods and procedures of descriptive research . . . general questions-to-be-answered are advanced, instead of hypotheses. Performing the same function in 'non-hypothesized' research, general questions-to-be-answered provide the means of directing and limiting the descriptive or survey study . . .

This approach kept the survey and resulting descriptions unrestricted by a tendency to "prove" hypotheses. The following question entailing a particular theory was the theme of this study:

> What are some consequences of using Gouldner's categories of Cosmopolitan and Local to examine the role orientations of part time occupational faculty and their full time counterparts in a selected community college?

Population

A comprehensive, public, community college in Michigan was selected for this study. The only institution of higher education in the county which it serves, this multi-campus college was started during the 1950's as part of a K-14 school district. In 1962 the present independent Community College District was approved by county voters.

The occupational programs offered at the college prepare students for semi-professional, trade, and technical occupations. Included are:

Allied Health

Dental Assistant
Medical Laboratory Technician
Medical Office Assistant
Nursing (Associate Degree)
Practical Nursing
Respiratory Therapy
Veterinarian Technician

Business

Accounting
Business Data Processing
Clerical Studies
Executive Secretarial Studies
Legal Assistant
Legal Secretarial Studies
Management
Marketing
Medical Secretarial Studies
Real Estate

Industrial Technology

Architectural Drafting
Auto Body Design
Aviation Mechanics Technology
Climate Control
Electro Technology
Fluid Power
Graphic & Commercial Art
Industrial Supervision & Management
Labor Studies
Metallurgical Science Technology
Metals Machining
Metrology & Calibration
Numerical Control
Printing Technology
Radio-TV Sound Repair
Special Machine Design
Surveying
Tool Fixture & Die Design
Typesetting & Copy Prepartion
Welding

Public Service

Crime Laboratory Technician
Fire Science
Industrial Laboratory Technician
Law Enforcement
Library Technical Assistant
Professional Food Service
Recreational Leadership
Security & Loss Prevention

Permission to conduct the study was secured from the President, the Vocational-Technical Dean, and the Business/Public Service Dean of the College. The cooperation of the administration facilitated the completion of the survey.

Current occupational faculty were chosen as the study population. Faculty members who taught at the college for less than two semesters were considered new faculty members. It was felt that the group did not have sufficient experience in the organization to answer the items used for this study. The discriminating criteria for selection were:

1. The faculty member must have taught at the college for at least two semesters.
2. The faculty member must be teaching at least one course during the study semester.

The above criteria resulted in a population of 105 full time faculty members and 193 part time faculty members. The two groups were divided into six subgroups according to the unit and status to provide flexibility for analysis and description. The subgroups were:

1. Full Time Allied Health.
2. Full Time Business/Public Service.
3. Full Time Industrial Technology.
4. Part Time Allied Health.
5. Part Time Business/Public Service.
6. Part Time Industrial Technology

Instrument Development

The instrument designed to define the Cosmopolitan and Local role orientations of professionals was originally developed by Alvin Gouldner. Various items from the questionnaire were used by other researchers. The literature review yielded some dissertations which adapted Gouldner's original instrument to fit the parameters of each particular study. Fifteen items included in this survey instrument appeared in Gouldner's original study and at least one previously mentioned study. A copy of the instrument used in this study is attached. Questions 3, 6, 7, 8, and 9 were used in the Berger and Grimes factor analysis study. Questions 1, 2, 3, 4, 5, 6, 7, 9, 10, and 11 were used in the Flango and Brumbaugh study.

Part I requested a choice from five responses arranged from Strongly Agree (SA) to Strongly Disagree (SDA) arranged on a Likert type scale. Three items on Part II also provided a range of five choices. Item 13, used as an index for group identification, contained a different question for each of the six groups. The statement facilitated coding but was not used in any subsequent analysis. Part III of the instrument requested some demographic information from the respondents. This background information of age, academic degree, years of teaching at the college, and other employment were used as variables for score comparisons.

Procedure

The instrument and cover letter were prepared for distribution during a Fall semester. During Faculty Development Days, the week before classes began, the various full time faculty groups participated in meetings and activities. The appropriate instruments were distributed, completed, and returned at that time. Because seventeen full time faculty members were not present at those meetings, a copy of the appropriate instrument was sent to each of them through the college mail.

The procedure for part time faculty differed somewhat. The part time Industrial Technology faculty members who participated in the orientation meeting sponsored by the Office of the Dean of Technical Education completed the form at that time. The absentees received the appropriate instrument through the college mail.

No group meetings were held for the part time Business/Public Service or part time Allied Health faculty. Faculty members in those groups received copies of the instrument through the college mail. An additional cover letter was attached to explain the project.

In the Brockmann study small groups of participants were asked to complete the instrument and others completed the task privately. A Chi-Square was used to determine if a significant difference could be noted between the two methods. The results indicated that the two methods did not produce such a difference. On the basis of that study, there was no particular reason to suspect that a bias was introduced in this study.

Data Analysis

The data analysis was accomplished through the use of the Michigan Interactive Data Analysis System (MIDAS), developed at the University of Michigan (Fox, 1976). The flexibility and efficienty of the MIDAS package permitted data manipulation necessary for the completion of this study.

The Likert scaled responses yielded continuous numerical data stated as values to be used in the analysis. The total score for items one through twelve recorded for each respondent formed the basis for the statistical tests used for comparisons. This score was also used as the horizontal coordinate on four graphs.

A mean score and other descriptive measures were computed for the six groups and the two composite groups. A test for statistical significance, Student's t-Test, was then applied to discover any significant differences between the mean scores of various subgroups derived from the combination of groups and categories from Part III.

RESULTS

All occupational faculty who taught a minimum of two semesters at the college and were teaching at least one course during the study semester were eligible to participate in the study. Of those persons, 223 or 77 percent returned useable forms. A response rate of 89 percent of the full time faculty and 67 percent of the part time faculty was realized. The latter may involve a bias inasmuch as the non-responding 33 percent might be different than the 67 percent. Anonymity precluded sampling the 33 percent.

Personal contact was made with the three units of full time faculty members during Faculty Development Days held at the beginning of the semester. Personal contact was made with only those part time Industrial Technology faculty members who attended their orientation meeting. No orientation meetings were held for the Allied Health and Business/Public Service part time faculty members. Therefore, the campus mail was used to contact these groups. Three attempts were made to contact the faculty who had not attended any orientation meeting. Additional cover letters and instruments were sent to them, but few responded.

The highest academic degrees earned by respondents showed that of the total group, 7.6 percent held a doctorate and 49.8 percent, a master's degree. Bachelor's degrees were the highest held by 26.5 percent of the group, and 14.4 percent earned less than a bachelor's degree. Only 16 percent of the total full time faculty group held less than a master's degree, whereas 58 percent of the total part time faculty were in that cateogry. All of the Allied Health part time faculty members had less than a master's degree. The Business/Public Service unit had 40 percent of the part time faculty with less than a master's degree. Almost 75 percent of the part time Industrial Technology faculty had less than a master's degree.

The part time Allied Health faculty teach primarily laboratory or clinic courses. The skills of the part time Industrial Technology faculty are an integral part of the programs offered by the unit. Outside expertise is a major component for the Industrial Technology unit. The part time Business/Public Service faculty also teach some specialized courses in the programs. Usually part time faculty in this unit are hired after the full time faculty schedules are established. The part time faculty in the Business/Public Service unit generally teach sections of courses left to cover.

All full time faculty respondents were at least 30 years old. This may be due to time required to achieve the academic credentials that are a condition of full time employment, or they might have taught previously in another school. Moreover, 48 percent of the full time Industrial Technology faculty revealed their ages as at least 50 years. The next decade will see many of that group approaching retirement. Will the full time openings be filled or divided among several part time faculty? The outcome may have consequences that will affect the entire college. The Allied Health and Business/Public Service units had only 16 percent and 9 percent of their

respective full time faculty members in the age group of 50 years or over. Only 11 percent of the part time faculty group were less than 30 years of age. An additional 40 percent of the group was 30 to 39 years of age.

The full time Allied Health faculty reported a majority of 61 percent in the category of seven to nine years at the college. This reflected the expansion of Allied Health programs at that time. Fifty-six percent of the full time Industrial Technology group had ten to twelve years of teaching experience at the college. That time period coincided with the opening of the facilities housing the Technology programs. The responses of the Business/Public Service full time faculty showed two periods of growth. The faculty who taught at the college for at least ten years formed the basic core of the business faculty. The second surge, four to six years ago, reflected the expansion of the programs to a new campus. The Public Service programs were added to the unit shortly after. The addition of new faculty during those years was in direct response to the rapid enrollment growth in the Business/Public Service programs.

All of the part time Allied Health faculty had been at the college for one to three years. More than half of the Business/ Public Service and the Industrial Technology part time groups had been at the college for one to three years and only 18 percent of the two units had taught more than six years at the college. The trend toward hiring more part time teachers allowed the college to adjust for enrollment shifts and to update the occupational programs as technical advances occur.

Previous teaching experience included full time and part time assignments at high schools, other community colleges, and hospitals. No respondent indicated prior teaching experience at a four year college. Over 40 percent of the total full time group had some previous teaching experience. Slightly over 30 percent of the total part time group reported some teaching experience. Almost half of the part time faculty who responded to the item had from four to six years of prior teaching experience.

Local/Cosmopolitan Score Analyses

Demographic Data

Each score was calculated as the sum of the values assigned to the first twelve items on the instrument. The lowest possible total score would be twelve (ideal Local) and the highest, sixty (ideal Cosmopolitan). The lowest actual score of twenty-two was reported for two full time Business/Public Service faculty members and the highest score of forty-eight was reported for one part time Industrial Technology faculty member.

The standard deviation reported for each group provides the information needed to determine an approximate score distribution. For example, The Allied Health unit reported a standard deviation of 3.5 for the full time group with a mean score of 31.4. Two-thirds

of the scores for the group would, therefore, fall between 27.9 and 34.9 (a seven point difference). The part time Allied Health group mean score of 34.7, when coupled with the standard deviation of 3.1, shows that 67 percent of the group had scores ranging from 31.6 to 37.8. It is interesting to note for this group of eight:

1. that all held less than a mater's degree
2. that all had from one to three years of teaching experience at the college
3. that half of the group were between 30 and 39 years of age
4. that about one-third had previous teaching experience.

The standard deviation for the full time Business/Public Service faculty was 5.3 and the mean score was 31.8. Therefore, two-thirds of the group's scores were within the score range of 26.5 to 37.1. The range accounting for two-thirds of the part time Business/Public Service faculty was from 30.9 to 39.3. The part time Business/Public Service faculty demographics point out:

1. that 40 percent held less than a master's degree
2. that 53 percent had from one to three years experience at the college
3. that 58 percent of the group were between 30 and 39 years of age
4. that 43 percent had previous teaching experience.

The standard deviation calculated for the full time Industrial Technology faculty had two-thirds of the group with a score range of 27.2 to 37.8; for the part time Industrial Technology faculty, 29.9 to 38.9. It was noted for this part time group:

1. that 74 percent held less than the master's degree
2. that 57 percent had from one to three years experience at the college
3. that 31 percent were between the ages of 30 and 39
4. that only 19 percent had previous teaching experience.

Demographic Analysis

The t-test results for the three units and the two Composite groups are shown in the following table. Statistical significance was achieved by the score differences for the Allied Health, Business/Public Service, and Composite groups of full time and part time faculty. The difference between the scores for the Industrial Technology full time and part time groups approached a significant level ($P < .07$).

Of the full time faculty, 46 percent were Local, 43 percent were Local-Cosmopolitan, and 11 percent were Cosmopolitan. The full time score distribution was skewed toward the Local category, whereas, the part time group's scores patterned a curve comparable to the Gaussian distribution. Twenty-four percent of the part time

ANALYSIS OF MEAN SCORES

Group	Number in Group	Full Time Mean	Part Time Mean	Test Statistic	df
Allied Health	26	31.4	34.7	t = -2.286**	24
Business/Public Service	103	31.6	35.1	t = -3.507***	101
Industrial Technology	94	32.5	34.4	t = -1.830*	92
Composite	223	32.0	34.7	t = -4.438***	221

*significant ($p < .07$)

**significant ($p < .05$)

***significant ($p < .001$)

group were Local, 48 percent were in the Local-Cosmopolitan category, and 28 percent were Cosmopolitan.

The following portions of the three main units had scores in the Local category:

1. 56 percent of the full time Allied Health faculty
2. 12 percent of the part time Allied Health faculty
3. 42 percent of the full time Business/Public Service faculty
4. 22 percent of the part time Business/Public Service faculty
5. 46 percent of the full time Industrial Technology faculty
6. 27 percent of the part time Industrial Technology faculty.

The Cosmopolitan category was comprised of the following faculty members:

1. no full time Allied Health faculty
2. 12 percent of the part time Allied Health faculty
3. 15 percent of the full time Business/Public Service faculty
4. 33 percent of the part time Business/Public Service faculty
5. 12 percent of the full time Industrial Technology faculty
6. 26 percent of the part time Industrial Technology faculty

The Local-Cosmopolitan category included:

1. 44 percent of the full time Allied Health faculty
2. 75 percent of the part time Allied Health faculty
3. 40 percent of the full time Business/Public Service faculty
4. 44 percent of the part time Business/Public Service faculty
5. 43 percent of the full time Industrial Technology faculty
6. 48 percent of the part time Industrial Technology faculty.

Item Subset Analysis

The twelve items used in the instrument for this study were divided into two subsets, Local and Cosmopolitan (Cosmo). Each set of six items formed a separate factor according to factor analyses used in three previously mentioned studies. Six items formed the "Local" subset (items 2, 4, 5, 6, 7, 12). They were designated as such because faculty members who were categorized as Locals in the above studies gave the same responses to the set. The remaining six items are contained in the "Cosmo" subset (1, 3, 8, 9, 10, 11).

The responses to the "Local" subset are displayed on the following table. The scoring procedures determined the possible range of scores on the subset to be from 6 (ideal Local) to 30 (ideal Cosmopolitan). The scores for the full time and part time groups from each of the three units were very similar. The actual mean scores were at the center of the possible range. When the t-test was applied to these scores no statistical significance was attained. Therefore, this subset of questions was responsible for only minor differences in the role orientations of the full time and part time faculty groups.

The results of analyses of the mean scores for the "Cosmo" subset are presented on the following two tables. According to the scoring procedures, the possible range of scores was from 6 (ideal Local) to 30 (ideal Cosmopolitan). The actual mean scores were lower than the center of the possible range. Statistical significance was attained by each t-test indicating that this particular set of items separated the role orientations of the full time and part time faculty members in this study. The higher scores of the part time groups indicated that those faculty members were more Cosmopolitan, less oriented toward the organization, than were the full time faculty members.

The mean scores of the Industrial Technology full time and part time groups varied less than did the scores for the other two units. This indicated that the part time Industrial Technology faculty have become more integrated into the organization. The expertise of the Industrial Technology part time group is a component of the central core of skills needed by the unit.

The Business/Public Service full time and part time faculty mean scores differed the most when compared with the other units. The part time Business/Public Service faculty members may not feel as though they are part of the organization. Their positions are contingent upon the student enrollment of a particular semester.

The full time and part time Allied Health faculty members vary as much as the Business/Public Service groups. This was an interesting occurrence because the part time Allied Health faculty members were necessary to the running of the Allied Health programs. Yet, they still felt less a part of the organization than did their counterparts in the Industrial Technology unit. This may be due in part to the nature of the off-campus clinic courses taught by many of the group of part time Allied Health faculty.

Nineteen comments were noted and it was apparent from the statements that economic issues were not a major concern to the part time faculty in this study. Attending faculty meetings and becoming acquainted with other faculty members were areas of interest to the group. Also, an interest in improving teaching methods and skills was expressed. Those who made comments were obviously more interested in becoming integrated into the group and being treated as a professional. The literature about part time faculty in community colleges has been concerned with economic issues as points of

ANALYSIS OF MEAN SCORES FOR THE "LOCAL" SUBSET OF ITEMS

Group	Number in Group	Full Time Mean	Part Time Mean	Test Statistic	df
Allied Health	26	16.8	17.1	- .262	24
Business/Public Service	103	17.7	18.0	- .450	101
Industrial Technology	94	18.1	18.5	- .549	92
Composite	223	17.7	18.2	-1.141	221

ANALYSIS OF MEAN SCORES FOR THE "COSMO" SUBSET OF ITEMS

Group	Number in Group	Full Time Mean	Part Time Mean	Test Statistic	df
Allied Health	26	14.7	17.6	t = -2.031*	24
Business/Public Service	103	14.1	17.1	t = -4.508**	101
Industrial Technology	94	14.4	15.9	t = -2.059*	92
Composite	223	14.3	16.6	t = -4.951**	221

*significant ($p < .05$)

**significant ($p < .001$)

particular emphasis. This, however, did not seem to be the case with the group of occupational faculty at this community college.

CONCLUSIONS

On the basis of the statistical analysis, the following conclusions were derived for the occupational faculty respondents in the study:

1. Full time faculty are more likely to be Local or Local-Cosmopolitan than are part time faculty.
2. A balance between Localism and Cosmopolitanism for the occupational faculty was indicated by the large number of faculty who were categorized as Local-Cosmopolitan.

DISCUSSION

In each instance of a significant difference between mean scores, the part time faculty had scores which were more Cosmopolitan (higher) than were those of the full time faculty. However, the degree of Cosmopolitanism was not high.

The reported data indicated that the part time occupational faculty tended to identify with the organization more than the literature might lead one to expect. One explanation would be that those persons who taught part time in the occupational programs were motivated by benefits other than material ones. The orientation to the organization indicated by the part time faculty members might be labelled as an index of the realization of those goals. Because almost half (49 percent) of the part time faculty were categorized as Local-Cosmopolitans, the organizational goals of the occupational programs could be classified as compatible with the motives for teaching part time.

The Allied Health and Business/Public Service faculty groups had mean scores which produced significant differences between the part time and full time groups. The part time faculty felt less of an orientation to the organization and more of an orientation to the various professional role skills.

The faculty from the Industrial Technology unit had scores which produced no significant differences between the full time and part time faculty groups on the Local to Cosmopolitan scale. An intervening variable was present for the unit. An orientation meeting was conducted as part of the scheduled proceedings of Faculty Development Days. During this meeting the part time faculty had an opportunity to meet the administrators, some full time faculty members, and each other. Each part time faculty person received a detailed handbook which described administrative procedures and provided samples of various forms to be used during the term.

This orientation process may be one reason why the part time Industrial Technology faculty responses resulted in scores which were categorized as Local and Local-Cosmopolitan. The studies conducted by Grymes, Smith, and Van Hemert support the impact of the orientation program.

The fact that the group of part time Industrial Technology faculty was included in the program planning and not contracted to teach only extra sections might have encouraged a commitment to the organization. The group was partially assimilated into the organization and the degree to which the group was categorized as Local (27 percent) or Local-Cosmompolitan (48 percent) indicated this occurrence. The acceptance did not include membership in the faculty union or influence in curriculum development because those two areas require full time faculty status.

When considering the theoretical concepts used for this study, one would expect the full time faculty to be classified as Locals because their position encourages involvement in the organization. The part time faculty might be classified as Cosmopolitans because they have little contact with the organization other than interaction with students. However, this was not the case in this study. The description of the role orientations of the occupational faculty in this study did not produce a cluster of full time faculty categorized as Locals and part time faculty categorized as Cosmopolitans. Rather, the intermediate category Local-Cosmopolitan included almost half the entire group of respondents. Although the degree of faculty involvement differs for the two groups, it appears as though the loyalty and expertise needed in the organization are balanced in the occupational units.

A typology of occupational faculty based on the categories of Local and Cosmopolitan can be drawn. The full time faculty member can be described as one generally classified as Local or Local-Cosmopolitan. Holding a master's degree usually considered the credential for teaching at a community college, and teaching for several years at the college also characterizes the group. The faculty member is oriented toward the organization but also identifies with the professional role skill as it relates to the transmitting of skills to students.

The part time faculty member can be described as Local-Cosmopolitan and Cosmopolitan. Fewer of the part time group hold masters' degrees than do the full time group. Most of the part time faculty have completed few years of teaching at the college and are generally isolated from contact with other faculty and administrators in the organization.

The Brockmann study produced results which indicated that age and years at the present institution had little relationship to the role orientation of part time faculty. These results appear to be inconsistent with the findings of this study. The methods of analyses, however, preclude support or rejection of an inconsistency. The Brockmann study used nominal data as a measure of

acceptance or rejection of a hypothesis. The groups of Local and Cosmopolitan were measured against the five "age" categories and the three "years at the present institution" categories. The Chic-Square (χ^2) analysis resulted in little difference between the numbers of Cosmopolitan and Locals expected in each category and the number of Cosmopolitans and Locals who were actually in each category.

The study reported here used the mean scores calculated from the twelve items on the instrument for full time and part time faculty groups. Five "age" categories and six "years at the college" categories were used as parameters of group composition. The interval data stated as a score were analyzed by use of a t-test. On the basis of the results of the analysis of mean scores, some differences were noted for the previously mentioned categories.

The inconsistencies between the two studies for these two items may be due to the fact that the studies used different types of data processing techniques.

Usually a master's degree in a subject area is considered the main credential to teach in a community college. Over 80 percent of the full time faculty in this study fulfill this requirement. The qualifications for part time occupational faculty are defined differently at the college used in this study. Work experience is used in the assessment of professional experience and expertise with academic credentials having secondary consideration. In this way the college is able to expand the skill areas of the faculty as various program needs occur. The full time and part time occupational faculty were considered professional in the context of this study.

Thornton, however, equated professionalism with an earned doctor's degree or master's degree. Rather than introduce a variable which he wanted to avoid, Thornton did not include occupational faculty or part time faculty in his study. The variations between Thornton's study and this study point to a third, as yet unconducted, study which would use Thornton's instrument and analysis with occupational full time and part time faculty.

Miller and Wager's study found that length of employment was not related to a Local orientation. As noted by reported data, the full time faculty tended to become more Local in orientation after being in the organization at least four years. The part time faculty role orientation did not move toward the Local category appreciably until after they personally taught at the college for ten years. Many part time faculty members teach only one term per year due to their specialized skills and course scheduling procedures. It must be remembered that the part time faculty member did not originally exhibit a high level of Cosmopolitanism but they tend toward a more moderate dual commitment.

The nature of occupational programs may encourage commitment to the organization because the courses in the various programs are part of a prescribed sequence to teach a skill. The faculty member would likely be committed to an organization which recognizes his skill. This is consistent with one of the findings of Glaser's study. The scientists in Glaser's study experienced a congruency between the organizational and professional goals; thereby, encouraging a dual commitment. The Miller and Wager study concluded that the organization reinforced the orientations of professionals not changed them. This takes a separate importance for part time faculty. Many part time occupational faculty teach courses which require specialized skills or knowledge. Because of this, the part time faculty person may feel a level of commitment commensurate to the organization's recognition and use of his skills in the programs designed to perpetuate and upgrade skills needed in the health services, business, and industry.

RECOMMENDATIONS

The college selected for the study had more than twice as many part time faculty as they had full time faculty. If that ratio becomes a trend in other community colleges, then the commitment of part time faculty to the organization may become correspondingly more important to college administrators. Consequently, measures to foster the development of part time faculty's commitment to the organization will be sought.

It is plausible that a relationship exists between an orientation program and the expressed attitudes of part time faculty. If that is the case, then adherence to an organization might be accounted for by an orientation program for part time community college faculty. On the other hand, institutions where such programs are absent might have a different level of Localism and Cosmopolitanism.

After consideration of the reported results, these recommendations were formulated to extend the range of this study:

1. A study like the one reported here could be made using the General Education or Liberal Arts faculty groups as the sample. Similarities and differences may offer additional insight to an understanding of the role of part time faculty members.

2. A study conducted at community colleges providing orientation programs for all part time faculty compared with the part time faculty from community colleges not providing such a program would be a useful extension of this study.

THE SURVEY INSTRUMENT

PART I

Please circle the appropriate response from the choices placed to the right of each statement.

SA	Strongly Agree
A	Agree
N	Neutral
DA	Disagree
SDA	Strongly Disagree

1. One of the nice things about the college is that the relationships among faculty members are almost wholly cooperative and friendly.

SA A N DA SDA

2. On the whole, most of my contacts with administrators are on the official level.

SA A N DA SDA

3. Even though they are very competent, somehow or other one gets very little intellectual stimulation from his/her colleagues here.

SA A N DA SDA

4. Since after all the college is an educational institution, more of the decision making power should rest with the teaching faculty.

SA A N DA SDA

5. Although student evaluation of faculty may be an important part of the college's procedure, they do tend to encourage an undesirable catering to popularity.

SA A N DA SDA

6. Courses which attempt to integrate several disciplines tend to become watered down and superficial.

SA A N DA SDA

7. If I saw no opportunity to advance myself here, I would find my job less satisfying.

SA A N DA SDA

8. Barring unforeseen changes, I would remain here permanently.

SA A N DA SDA

PART II

Please place a check (√) to the right of the right of the answer you choose for each of the next five statements.

9. I would leave the college if I were offered a job at a four year college.

No	_____
Yes, but only at a higher salary	_____
Not Sure	_____
Yes, at the same salary	_____
Yes, even at a lower salary	_____

10. If in the next three years the college has to curtail its budget and your salary is cut, would you stay?

Certainly Stay	_____
Yes	_____
Not Sure	_____
Probably Not	_____
Definitely Not	_____

11. Have you made any presentations at professional meetings during the past three years? _____. If so, approximately how many? _____.

12. About how many faculty members do you feel you know well?

Over 20	_____
16 - 20	_____
11 - 15	_____
6 - 10	_____
0 - 5	_____

13. (The proper statement for each group was inserted here.)

PART III

A. Birthdate _____

B. College degrees earned. Please check (✓) those which apply to you.

_____ Doctor

_____ Master

_____ Bachelor

_____ None

_____ Other, please specify.

_____

C. Years teaching at the college _____.

D. Number of years in other jobs.

Years _____ Job _____

Years _____ Job _____

Years _____ Job _____

Years _____ Job _____

If you wish to add any comments concerning the questions you have just answered, or comments concerning the college, please use this sheet.

Thank you for your participation in this project. Your contribution is appreciated.

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